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ABSTRACT

The seven case studies presented in this publication are representative of successful programs for the professional development of practicing teachers. They were selected to give a sampling of the variety in programs underway across the country. Two describe teacher centers jointly operated by a school system and a university; another, a Teacher Corps project involving an R&D laboratory with the university/school district collaboration. Two originated in the staff development offices of public school systems, but differ markedly in their structure: one of these works primarily with a single school site and a single university center toward a specific goal; the other uses the resources of community agencies, area higher education institutions, and individuals for a multitude of discrete offerings. Two programs feature cooperation among several universities; in both of these programs, the roles of teacher organizations, administrator associations, school districts, and state department of education are essential components. The final case study describes the concept of a two-year internship or residency for beginning teachers, how it may be funded, organized, and governed. (Editor/JD)

ERIC CLEARINGHOUSE ON TEACHER EDUCATION

Collaboration for Inservice Education:

Case Studies

COLLABORATION FOR INSERVICE EDUCATION:

CASE STUDIES

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Teacher Education

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INTRODUCTION

Recent years have seen sudden shifts in the preparation and continuing development of education personnel. As a declining birth rate caused progressively decreasing school enrollments, the "teacher shortage" metamorphosed overnight into a "teacher surplus." Higher education institutions began scrambling to revise their teacher education programs, to switch a large portion of their energies from the training of new teachers to the retraining of those already practicing. Specialization and diversification have created a plethora of new education roles.

Concurrently, the growing influence of teacher organizations has vested much of decision making about inservice education in teachers themselves. Local, on-site inservice programs, some designed and led by teachers, co-exist with more traditional campus-based courses. Theory, philosophy, and foundations curricula are attracting less attention than practical, hands-on concerns. Teacher centers have appeared and thrived as a means for teachers to exchange ideas with one another and to seek help for actual problems in a nonevaluative atmosphere.

The emergent ideal is a continuum of professional development for teachers, to replace the too-frequent dichotomy of preservice and inservice courses. Along this continuum, experiences with students in classrooms begins early in the prospective teacher's preservice study--if not before--and serve during the formal training years to link practice with theory. Early immersion in all the routines of the school day can ease the transition for the neophyte teacher. And when education personnel preparation is seen as a continuum, learning is not presumed to halt abruptly with graduation and certification; a planned, ongoing inservice program continues to promote the development and improvement of skills throughout the career of the professional.

Indeed, the improvement of education for students in schools depends on a lifelong commitment by all educators to their own continued growth, both professional and personal. Inservice education is a requisite not only for teachers, but for administrators at all levels, for staff development personnel, for higher education faculty members in all the disciplines. So, too, the types and goals of inservice programs are legion: to keep in touch with new developments in the subject matter fields; to acquire or sharpen skills in methods of instruction and evaluation (for example, adult learning, collegial relations with learners, planning instruction and teaching in a team mode); to develop competencies in more general areas, such as ethnic sensitivity and education for handicapped students; to foster personal growth, as in human relations, management, and leadership; to explore individual capabilities for learning new skills and new roles that would facilitate job growth--all are valid and vital reasons, at different points in one's career, for seeking inservice training.

There is also renewed recognition that if such programs are to be available when and where needed, the fiscal and human resources for supplying inservice education must be committed as an integral part of the school budget; adequate time must be allotted within the school schedule; and incentives must be commensurate with the effort expended. Most important, the commitment must be made by all the participants in the education process, and must extract the maximum advantage from all possible resources. The present hodgepodge of overlapping and conflicting courses, planned piecemeal and carried on independently by diverse agencies, must

give way to a coordinated strategy in which each group contributes its special strengths to a coherent whole.

Even its most wholehearted and enthusiastic advocates would concede that cooperation for the purpose of planning, implementing, and supporting an articulated inservice education program is not easy. While all groups concerned will agree on the ultimate goal--improvement of education for students through the improvement of education personnel--the various interested parties understandably diverge in their short-term objectives. Problems of governance, financing, and design present obstacles as well.

Yet where persons of good will disagree, compromise and practicable solutions can be reached. The number and variety of collaborative inservice programs curently operational give evidence that the strengths imparted by cooperation among agencies can far outweigh the inevitable difficulties.

CONTRASTS AND COMMONALITIES

The case studies included in this publication represent only a miniscule portion of such successful programs, but they all testify to the benefits derived from collaboration in inservice education. They were selected to give a sampling of the almost infinite variety in the programs now underway across the country. Two describe teacher centers jointly operated by a school system and a university; another, a Teacher Corps project involving an R & D laboratory with the university/school district collaboration. Two originated in the staff development offices of public school systems, but differ markedly in their structure: one of these works primarily with a single school site and a single university center toward a specific goal, the other uses the resources of community agencies, area higher education institutions, and individuals for a multitude of discrete offerings. Two feature cooperation among several universities; in both of these programs, the roles of teacher organizations, administrator associations, school districts, and state departments of education are essential components.

Within this wide range of organizational structures, clientele vary as well: in addition to preservice and practicing classroom teachers, those seen in need of inservice education include principals and other school administrators, university professors and administrators, parents--even custodians and cafeteria workers. One program is considering opening its activities to nonteaching professionals, business, and industry as well. Whatever the individual pattern of cooperation, however, each program is insistent on governance representative of all participating groups: not only in the activities themselves, but in the needs assessments, planning, and decision making preceding those activities.

As might be expected, financing was and continues to be a major problem. While some monies are made available in university or school budgets, most of the programs depend in large part on outside resources--federal or state agencies, foundations, other grants and contracts, voluntary services, and "in-kind" contributions of both people and materials.

Each of these programs is unique, as every inservice program must respond to the unique needs of its clientele and within the framework of its individual setting. Yet there are unmistakable commonalities also,

and elements which may be adopted and adapted by other locales contemplating partnerships for inservice education. The ERIC Clearinghouse on Teacher Education hopes that, through the dissemination of these case studies, other school systems will recognize the potential benefits to their own situations in collaboration for inservice education. While the use of any one of these programs as an exact pattern for others is not advocated, it is anticipated that consideration of separate components of these successful programs will spur others to instigate collaborative efforts appropriate to their local needs.

The Clearinghouse acknowledges with gratitude the professional contribution of the authors of these case studies, who willingly devoted their time and energies to the task of preparing the sections of this publication. Reader comments about this publication or the subject it treats are encouraged.

It is also to be hoped that this document may stimulate the submission to the Clearinghouse of other documents related to collaboration in inservice education, for possible inclusion in the ERIC data files.

Lana Pipes
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on Teacher Education

INSERVICE COLLABORATION IS WORKING AT THE WEST GENESEE/SYRACUSE UNIVERSITY TEACHING CENTER

Gwen P. Yarger
Syracuse University

Inservice education has become a vastly expanding enterprise during the past five years. Professionals at both teacher training institutions and local school districts are working independently as well as collaboratively to develop programs for continuous teacher education. Currently in the spotlight for its ability to be responsive to the development as well as the delivery of inservice education is the teacher center. This article describes the collaborative relationship between a training institution, Syracuse University, and a school district, West Genesee, that has resulted in the development of a teaching center designed for both pre- and inservice education.

The West Genesee/Syracuse University Teaching Center was created in 1973 when the West Genesee Public Schools and the School of Education at Syracuse University decided to join forces. In forming this partnership, the schools and university agreed on common purposes, including but not restricted to:

- Designing, implementing, and evaluating teacher training programs for both pre- and inservice teachers
- Helping school personnel on the job to acquire new skills and knowledge, as well as to improve already existing skills
- Analyzing what goes on in classrooms and developing related teaching strategies
- Integrating theory and practice through the institution of lifelong professional learning
- Using the tools of research and evaluation to analyze systematically the process of teaching and the effectiveness of materials.

Although the Teaching Center was designed to work with the entire district, the primary focus has been on the elementary schools.

LOOKING AT THE PROGRAMS

In its effort to produce results supportive of these purposes, the Center's program has gradually evolved during the four years of its existence. This evolution has created a meshing of the cooperative efforts of school and university, which has contributed to the integration of pre- and inservice training. Although each component still maintains a

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distinct identity, this distinction tends to be viewed by most participants as relatively unimportant. It is not a major issue in the programs of the Center.

In most pre- and inservice programs, individuals are enrolled in university courses. The individuals in preservice earn undergraduate credit toward their degree, with most classes being held on campus. Classroom teachers, for the most part, earn graduate credit in classes taught within each of the member schools. In addition to the credit courses there are informal, noncredit classes, workshops, and other special center activities. Typical of the informal classes are those for cooperating teachers (those teachers to whom preservice teachers are assigned) which are designed to update their skills in such areas as observation techniques, feedback, evaluation, and current teaching strategies emphasized in the Syracuse University School of Education preservice program. The sessions are held during the school day and have been designed to provide a support system for the classroom teachers. In turn these teachers are helping to design future sessions for themselves as well as for after-school sessions in the hopes that all interested teachers will participate.

As the teachers learn more about preservice education, they are able to assist in the formal seminars for their colleagues-to-be. Additionally, in tune with West Genesee's commitment to the improvement of instruction, a number of new programs--such as Reading in the Content Area and the Rosner Reading Readiness Program--are being implemented. Classroom teachers have discussed elements of these programs in preservice seminars to facilitate a better working relationship between campus instruction and field implementation.

Workshops on such diverse topics as Using Simulation in the Classroom, Cardboard Carpentry, and Building Your Own Learning Center have been designed to bring pre- and inservice teachers together. Working side-by-side as each sawed a piece of tri-wall, undergraduates and classroom teachers shared ideas on how to introduce the completed product to youngsters in the classroom. Simultaneously, they discussed how the undergraduate program works, how frustrating the teaching process can be, how to overcome loneliness in the school building, and how much fun it is to work. The long-term results of such activities are evident as additional teachers become involved, as new courses and workshops are requested, and as an openness for learning as well as teaching is generated.

The Teaching Center program also sponsors monthly luncheons with the district's administrators. Discussion topics have been diverse--including participant observation, inservice programs, and drug use among elementary youngsters. Before the luncheon session, each administrator is provided with an article about a subject, and the author, in most cases a Syracuse University professor, discusses the topic with the administrators. Not only has the response been favorable, but school administrators and university professors have become more aware of each other's concerns.

The Teaching Center program has been designed to be both responsive to and representative of its constituency. The examples presented thus far represent only a sample of the ways in which the concerns of both the University and the schools are being met. Additionally, the assessment of needs has been accomplished through a questionnaire, requests for needs on "quickie" response sheets, verbal questioning, eavesdropping during

coffees, and by probing both school personnel and university faculty. Because the Center represents both institutions, the staff responds to needs by causing the collaborative "team" to provide suitable programming.

COLLABORATIVE PARTNERSHIP

To explain the structure of the West Genesee/Syracuse University Teaching Center (WG/SUTC), the simplest route is to refer to the typology of teaching centers developed by Allen Schmieder and Sam J. Yarger (1974). The label that best fits the WG/SUTC is the free partnership teaching center, described as:

> ". . . the simplest form of those based on the concept of a consortium. Usually, the partnership involves a school system and a university or college. It could, however, involve two school systems, two universities, or even a non-educational agency. The popularity of the partnership suggests that a two-party relationship is easier to initiate and maintain than a consortium involving three or more discrete institutions. The word "free" refers to the fact that the partnership is entered into willingly, rather than being prescribed legislatively or politically. Program development will show evidence of attempting to accommodate the needs and goals to both partners. This type of center often evolves from a single unit center in which a good relationship develops between the sponsoring unit and consultants from other nearby educational institutions."[1]

The partnership between Syracuse University and the West Genesee Public Schools continues to grow as the Teaching Center enters its fifth year. This is confirmed daily, as increasing numbers of classroom teachers demonstrate an enthusiasm for working with university students, as requests to assist in program evaluation grow, as the willingness of staff to design programs for entire building faculties increase, as the responsiveness of campus faculty members to requests for assistance continues, and as the total support given by the Superintendent of Schools and the Dean of the School of Education becomes well known.

Partnership has meant that college faculty members and classroom teachers work together to design, implement, and evaluate both the theoretical and the practical aspects of teacher education. Working together, the two faculties have created competencies and field measures for preservice students. Whenever teachers express a need for training, university faculty members give willingly of their time, learning about schools as they teach in their areas of expertise.

GOVERNANCE

The governance of the Teaching Center rests with the Directing Council. Making decisions about policy, and to a lesser degree implementation, the

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1 Allen A. Schmieder and Sam J. Yarger. "Teacher/Teaching Centering in America." Journal of Teacher Education 25 (1): 7; Spring 1974.

Directing Council is representative of classroom teachers, school administrators, preservice teachers and university faculty and administration. The Center's Coordinator acts as chairperson during the monthly meetings, which are open to anyone who is interested.

Financing of the Teaching Center is shared by the two participating institutions. The major expense is for salaries of the Center personnel, including a coordinator, two graduate students, and a secretary. These salaries are jointly shared by the school system and the university. The school system provides office space and additional space for courses, workshops, and a permanent Make and Take Room.

The intensity of collaboration is more fully understood when the Teaching Center's maintenance is explored. While salaries of the Center's personnel are paid cooperatively, funds are also needed to buy supplies, to develop a library responsive to teachers' needs, to buy stamps and stationery, and to provide for the many small extras that make the Center work for everyone. This funding is accomplished through an involved system which is dependent upon university vouchers. After a preservice teacher has worked with classroom teachers for a total of 40 days, the university voucher is generated and placed in the Teaching Center bank. A classroom teacher who registers for a graduate course sponsored by the Teaching Center may use one of these vouchers to receive free graduate credit. When the voucher is processed, a predetermined percentage of the value of the voucher is deposited in the Center's checking account; cash is then available for the many essential items which promote the variety of "happenings" at the WG/SUTC.

It should be emphasized that these vouchers are available because the West Genesee teachers have willingly entered into the Teaching Center relationship. Previously, a voucher would be awarded to an individual teacher, who could use that voucher as desired; with the Center, however, individuals have agreed to share this benefit with their colleagues. The willingness of teachers to maintain the partnership is continually reassessed, as are the needs of all involved.

PROBLEMS

The most serious problem facing the West Genesee/Syracuse University Teaching Center is that of declining preservice enrollments in the School of Education. Although it appears that the decline has leveled off, the fact remains that the reduced number of preservice teachers means that fewer vouchers are being generated. A lack of vouchers directly affects the number of no-cost graduate hours and, perhaps more important, the overall financial condition of the Center.

Many steps are already underway to alleviate this problem. For example, Center courses which carry university credit are being opened to individuals outside the district who are willing to pay tuition; these students generate income which can be used by the Center for additional programs. The Center is also expanding its programming by asking university faculty to volunteer services in response to teachers' needs--and there has been a roar of positive responses.

The difficult part of this problem is related to the fact that, in the past, the Center's programming was totally geared toward university credit courses. As the program has become more comprehensive, a new group of

teachers have begun to participate in the Center's offerings. However, there are many teachers and administrators who still feel that the Center is synonymous with cost-free graduate hours. Members of the Directing Council and the Center's staff are exploring with teachers additional methods of program delivery and techniques of reinforcement. Once again, the process of collaborative effort is being used between individuals at the University and at the Schools not only to solve an immediate problem but also to plan for future programming.

LOOKING TO THE FUTURE

Having enjoyed a history of success, the WG/SUTC has seen the establishment of two additional centers. The Jamesville-Dewitt/Syracuse University Teaching Center and the Urban Teaching Center (a partnership between Syracuse University and the Syracuse City Schools) are growing rapidly. Since their development, efforts have been under way to share ideas among the three centers.

With the possibility of federal support, the three centers have begun to develop a Policy Board which is both representative of the three centers and in conformance with federal guidelines. Although the process is in its infancy, the basic belief of all those participating is that the centers and their constituents will greatly benefit from developing and sharing a joint program. While each center will maintain its own identity and uniqueness, efforts of the Policy Board will emphasize a broader, more long-range focus than currently attempted by the individual centers.

The future holds the possibility that other teacher education institutions may join the WG/SUTC. Several other institutions have voiced interest in entering into the Teaching Center relationship with both West Genesee and Syracuse University. It is anticipated that the complexity of such arrangements will be overcome by eventual payoffs for all concerned.

Presently, only the elementary and junior high schools are considered officially involved with the Center, but secondary teachers have voiced increasing interest in becoming actively involved. Both the School System and the University are responding, and the WG/SUTC is currently in the process of developing a secondary level center.

MAKING A DIFFERENCE

Collaboration, partnership, and consortium are terms that relate to an organizational structure. The individuals who are brought together by nature of a structural arrangement derive benefits which have not yet been precisely defined. Clearly, we must learn to document our assertions that the Teaching Center is involved in effective integration of pre- and inservice education, in creating a communication system between the various constituencies, in generating a renewal process, and in helping teachers to smile more often.

MINNEAPOLIS PUBLIC SCHOOLS/UNIVERSITY OF MINNESOTA TEACHER CENTER: A SECOND GENERATION

Fredrick V. Hayen

In 1972, a teacher center was organized within the Southeast Alternatives (SEA) Program of the Minneapolis Public Schools, as a system for providing training and retraining activities for personnel of that experimental program.[1] The original teacher center was guided by a policy board of teachers, parents, students, and professors, the latter from the nearby College of Education, University of Minnesota. The center itself was an experiment in client-controlled inservice delivery. The director of the center served at the will of the teacher center board and functioned as a broker and resource person for SEA personnel and for the teacher center board. The model worked well and the concept gained considerable support with SEA personnel and the southeast Minneapolis community.

The center was merged in 1973 with the College of Education, replacing an earlier public school/laboratory school merger between the College and the SEA secondary school, Marshall-University Junior/Senior High School. The new teacher center was called the Minneapolis Public Schools/University of Minnesota (MPS/UM) Teacher Center. The MPS/UM structure incorporated the original SEA teacher center as a sub-unit with its own board, allowing it to function with considerable autonomy and freedom. At the same time the SEA center benefited from membership in an expanded organization dedicated to institutional collaboration, the support of alternative schools, and the general support and improvement of programs of the College and the Minneapolis school system.

The origins of the MPS/UM Teacher Center in the Southeast Alternative schools influenced its early activities and development. The present Center, however, does not identify exclusively with alternative programs and schools, but rather serves the entire school district of Minneapolis and the College of Education of the University of Minnesota. The Center is closely identified with processes of change as they relate to school improvement and renewal, and helps to link those processes into the College's programs and outreach services.

COMMON CONCERNS

Overshadowing all other identities, the Center's most important role has been to explore and develop the conditions supporting institutional collaboration. Those who initially formed the Center saw the importance of examining how two educational systems, with different missions, could work together on common concerns. They continue to believe that as public

1 The Southeast Alternatives (SEA) Program, funded from fall 1971 to spring 1976 by the National Institute of Education (NIE), was a major and successful effort to influence comprehensive change in the public schools of Minneapolis.

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education resources diminish, the most pressing school and university needs are to learn to work together in those areas where cooperation has the potential to be most productive.

Within the framework of collaboration, the Center functions in four broad service roles:

1. Curriculum Development
2. Training and Career Development Services
3. Research and Program Development
4. Dissemination.

The Center does not have exclusive responsibility in the school system or the College for some of these roles. One of its strategies is to enrich and amplify the existing resources of both systems by attempting to link one system's resources with similar resources of the other. Time and energy are expended also in developing needed new services where none exist.

Curriculum Development

Each system has its own procedures for addressing curriculum issues, along with defined roles and responsibilities of members of the organizations. The Center attempts to link school and college individuals and groups. It responds to requests for help in curriculum development, and takes only a limited role in initiating development of new curricula.

Training and Career Development Services

The Center has several training roles. One is to help locate good professional development resources to serve the personnel of the school system and the College. Another role is to serve as a "training consultant service" to personnel of both systems by helping to design workshops, classes, and other training experiences. A third role is to provide direct training through special projects managed by the Center or through services of units within the Center.

Career development services are targeted at mid-career professionals in education. A plan, formulated with a client, is designed around the client's interests and provides for the Center to give services to the client while he/she serves on the Center's staff, responding to the service demands of the Center. Apparently no other agency in the two systems provides this kind of service to its employees. The service depends on sabbatical leaves or other external support since no salary is provided by the Center. The model has proven extremely successful; and though active recruitment is carried on by the Center only in the College and in the Minneapolis Public Schools, education personnel from anywhere are eligible to participate and the Center has accepted staff nationally and internationally.

There is great need to expand these services because the pressures of declining school enrollments and the parallel diminishing school resources dictate a need for creative models for renewal of career professionals. However, those very pressures have triggered decisions--particularly within schools--which are closing off such options to mid-career

professionals. Sabbatical leaves are being dropped by school districts at a time when they are needed most.

Research and Program Development

The research component of the Teacher Center's function is only partially developed. The intent is to formalize a research unit, devoted to supporting collaborative research projects which have been jointly developed by College faculty and school faculty. Finances and commitment are not adequate at this time. Meaningful research is being conducted, primarily in the process-documentation form.

The program development role of the Center is very active. Program development activity often results in acquisition of grants and contracts for the Center's own management[2]; support and assistance to others in acquiring grants and contracts; or assistance to those developing new programs and services using existing (internal) resources. In the majority of cases, the Center works as a broker, a link, between personnel of the College and the schools. Sometimes the Center stays active with the group; at other times it takes a very low profile after bringing people together. The linking services for the support of cooperative planning between school and college staffs are increasing rapidly.

Dissemination

The dissemination role is organized within The EXCHANGE of the Teacher Center. The EXCHANGE is uniquely staffed and funded to function as a unit that promotes school and professional improvement. A number of program strands are woven together to provide wide-ranging dissemination services to schools and colleges in the Minneapolis-St. Paul metropolitan area, southeast rural Minnesota, and other upper-Midwest schools and educational programs.

The EXCHANGE is organized around the S.E. Minnesota Facilitator Project, a member of the National Dissemination Network supported by the U.S. Office of Education. Other dissemination, technical assistance, and research activities are integrated into The EXCHANGE, creating a dynamic structure capable of providing excellent service to Teacher Center clients.

TEACHER CENTER GOVERNANCE

In its current form the Center is governed by a four-member Administrative Committee with representation from the office of the Dean, College of Education, and the Cabinet of the Superintendent of the Minneapolis Public Schools. The Administrative Committee establishes policy and determines major program directions. The Center is managed by a director who is on joint appointment to the two systems and who reports to the Administrative Committee.

The earliest models of the MPS/UM Teacher Center included two governing bodies. In addition to the Administrative Committee a Teacher Center Board was established, with four appointees from the College of Education and

2 Eighty-five percent of the Center's budget comes from external sources, fifteen percent from the parent systems.

four from the school system. Each group appointed one of its four members from the community. Basic problems arose between the two governing units; the Teacher Center Board felt that the Administrative Committee was "in control." Joint meetings between the two bodies stimulated open and frank discussions between members of the Board and members of the Administrative Committee. It was clear, however, that there was no possibility the Administrative Committee, representing the highest administrative positions within their respective systems, could delegate their final review authority to a Teacher Center policy board. It was also apparent that the nature of collaboration required open and frequent discussion between high-level administrative personnel, along with the ability and incentive to make commitments to policy for the resolution of issues and problems which emerged from time to time. Such powers resided in the Administrative Committee and clearly had to remain there. The Board was eliminated when a new agreement was forged in 1976.

A new structure called the Teacher Center Advisory Council is now being organized. It will consist of eight to twelve persons appointed by the Director with the concurrence of the Administrative Committee. The Advisory Council will perform as an advisory body: reviewing programs, examining options, and giving advice to the Director and the Administrative Committee. Members of the Advisory Council, to perform this function effectively, must be familiar with the Center's history, purposes, and programs. To assure knowledgeable membership on the Council, appointments will be made from a new group, Teacher Center Associates, who are former staff members of the Center, active clients, and others whose interests have intersected with the Center in significant ways at one time or another. There are many personal and professional reasons individuals want to maintain a close association with the Center and also many reasons for the Center to encourage such relationships. The organization of Teacher Center Associates fulfills a needed format to sustain informal involvements between the Center and others.

THE CENTER--A SECOND GENERATION ORGANIZATION

The current national effort to proliferate teacher centers as vehicles for inservice delivery has precipitated a renewed awareness of the history and purpose of the MPS/UM Teacher Center. This Center has never limited its clientele to "teachers" as narrowly defined, but to "teachers" broadly described: parent as teacher, professor as teacher, administrator as teacher, and, certainly, teacher as teacher. The diversity of the client system has prevented the Teacher Center from establishing narrow and regressive policies and programs; indeed, the diverse clientele and the collaborative mandate of the Center have demanded a broad perspective of responsibility, role, and purpose.

The MPS/UM Teacher Center grew from a truly client-controlled inservice delivery system to its present design, which eliminates any possibility of a client-dominated board since collaboration requires parity in representation from the sponsoring systems. Even then, the Teacher Center has sustained its commitment to the strongly client-focused, responsive system which is characteristic of teacher centers in general. The programs selected to become a part of the Center's services have a distinctive

teacher center nature. They are compatible with each other, and are sustained and mutually supported by a common philosophy and commitment.

The development of a collaborative organization, jointly owned by two distinctly different educational systems and capable of highly individualized response to client-determined needs, causes us to claim a "second generation" status for the MPS/UM Teacher Center. Staff of the schools and the College have moved from a status of passive antagonists to active collaborators. Members of both systems who support that statement will make a difference in tomorrow's schools and the teacher education programs which will support those schools.

INSERVICE OPPORTUNITIES FOR PROFESSORS: AN OUTGROWTH OF A COLLABORATIVE TEACHER CORPS PROJECT

Greta Morine-Dershimer

The San Jose State University/Far West Laboratory/Alum Rock School District Tenth Cycle Teacher Corps Project was designed to demonstrate the adaptation of research to teaching. Like all Teacher Corps projects, it was expected to provide both preservice and inservice training at a public school site, to bring about institutional change at both the local education agency and the cooperating university, and to involve university personnel, public school personnel, and parents from the school community in collaborative decision making. Like all Teacher Corps projects, it identified some unique ways of achieving these common goals. The University Staff Development Seminar was one of these unique features.

During the first year of the project, university professors followed a fairly standard Teacher Corps practice of visiting the Rogers Elementary School site to provide preservice training for the interns associated with the project, and to assist in the parent education program. Their contributions added a great deal to these components of the project, but there was no evidence that any change was occurring in their courses back on campus. At the end of the first year, the participating professors evaluated their experiences with the project and made two important criticisms: (a) they had not been provided with enough released time to be able to develop new curricula for their college classes; and (b) they had not had enough opportunity to interact with project staff members in order to learn more about the contemporary research on teaching which formed the basis of the project.

The project's collaborative decision-making committee, the Consortium, reviewed the professors' critiques and made an important recommendation. They reasoned that the project was investing money, time, and talent to provide interns, classroom teachers, and parents with opportunities to develop new skills. It seemed only fair to give university professors the same opportunities.

Accordingly, in the fall of the second year of the project, the University Staff Development Seminar was instituted. The project paid for 10 percent of the time of ten education professors, to release them to participate in this seminar. The group met for two and a half hours each week and were introduced to three areas of contemporary research on teaching. In each area they examined teacher training materials and procedures that had been developed to facilitate application of the research to teaching.

The original plan for the seminar was to begin again with a new group of ten professors in the spring semester. But the first group requested a continuation into the spring to enable them to get more in-depth understanding of the concepts and methods introduced in the fall. They chose to concentrate on two areas: the systematic observation of pupil learning styles, and the planned variation of instructional strategies. During the spring semester the six professors who participated developed enough skill in these two areas to begin including them as topics in their college

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classes. At their request, the project provided a set of videotaped training materials to support this effort.

When San Jose State University was funded for a Twelfth Cycle Teacher Corps Project, the University Staff Development Seminar was a well-established component. During the current year the six professors who are participating have identified three important goals: (a) to provide training for planned variation in instructional strategies in their own classes; (b) to introduce all teacher education professors at the university to the videotaped training materials now available on campus; and (c) to provide special support for those professors interested in changing their own course structure to include training in planned variation (for example, by having experienced seminar participants give demonstration lessons or assist by team-teaching certain class sessions). The Staff Development Seminar has created much more potential for institutional change than seemed possible when the Tenth Cycle Teacher Corps Project began.

COLLABORATION AS THE KEY

The professors who have participated in this inservice education program have been enthusiastic for the most part about the opportunities it has provided for them to learn new methods for training teachers, and to be brought up to date on contemporary research in teaching. In addition, they have shared information with each other about their own instructional techniques and have developed a better understanding of the total education curriculum as a result. These benefits were realized largely because of the collaborative nature of the Teacher Corps Project.

The original recommendation to budget project funds to provide inservice opportunities for university personnel came from the project's collaborative decision-making group. This Consortium includes representatives from all of the constituent groups associated with the project: parents, teachers, interns, school administrators, school board members, university professors, and project staff members. It required this kind of collective wisdom to generate a new perspective on the role of university personnel in the project. Typically, professors have been stereotyped as the providers of inservice education. In this program they are entitled to be the recipients as well.

An important factor in the success of the University Staff Development Seminar has been the fact that leadership has been provided by non-university personnel. This was possible because the Far West Laboratory was a major collaborator in the original Tenth Cycle Project. Laboratory personnel with experience in teaching, teacher training, research on teaching, and adaptation of research to teaching have been available to provide leadership to the university seminar group. It was evident from the beginning that professors responded more positively to having the seminar led by an "outside expert" than by one of their peers, even though the outside expert was no more experienced than their colleagues. Apparently it was easier for them to "learn," or to accept new information, from an outsider than from one of their own ranks.

Also contributing to the success of the university inservice program has been the cooperation of classroom teachers and interns. While professors were being introduced to several new instructional strategies[1]

1 Bruce Joyce and Marsha Weil. Models of Teaching. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

the teachers and interns were learning to use many of the same strategies in their classrooms at Rogers School. Professors sometimes raised questions such as: How would this strategy work in a real classroom? How easily could preservice students learn this "model"? What topics could be taught with this strategy? At these times it was possible to play videotapes of "model" lessons taught by the teachers and interns at Rogers School, to demonstrate the possibilities and the realities of using these strategies in regular classroom settings. The teachers and interns contributed a great deal by their willingness to share their videotaped lessons with the university seminar group.

PROBLEMS—REAL AND ANTICIPATED

One problem that has plagued the University Staff Development Seminar has been the habit administrative officials have of changing professors' teaching schedules at the last minute to accommodate to shifts in student enrollment. Each semester, professors intending to participate in the seminar have had to change their plans as a result of these sudden schedule changes. This is particularly disruptive in the spring semester, when the group has made plans in the fall for activities that are to continue into the spring, and then certain leading members are unexpectedly removed from the group. No real solution to this problem has been found.

Another problem has been that some new members have joined the seminar group each semester, while other members have continued their participation over several semesters. Introducing new members to the concepts developed previously without boring more experienced members in the process is not an easy task. To deal with this problem, the seminar group is divided into two subgroups that meet separately on several occasions during the semester. In addition, the continuing members have begun to develop individualized inservice programs, and to ask the seminar leader for particular kinds of assistance, depending on the applications they are making in their own courses.

This kind of individualization would probably not be possible if the seminar were not supported by outside funding. Because of Teacher Corps support the seminar leader has been able to devote the equivalent of one day a week to providing support services to the seminar participants. It is doubtful that the university could provide this amount of financial support on its own. In fact, the released time for professors' participation in the program would be difficult for the university to provide without financial assistance of some kind.

The outside funding has made governance of the Staff Development Seminar very flexible. Budget provisions for this part of the project must be approved by the Consortium, the University administration, and Teacher Corps officials in Washington, D.C., but the substance of the seminar is determined largely by the participants. Thus university personnel have been able to explore a variety of areas of research, and to select for concentration those that appear to be most immediately applicable to their own instructional assignments.

The blessings of outside funding are mixed, of course. While Teacher Corps monies are offering university personnel inservice opportunities they would not otherwise enjoy, the Staff Development Seminar leads a life that

is limited. It will end when the Teacher Corps Project ends, unless university officials can find another source of funds for its continuation.

FUTURE EXPECTATIONS

Though the seminar itself, at least as presently constituted, is likely to be terminated after another year, there are many indications that its effects will linger on. The changes in course content and methods of instruction currently being made by seminar participants are likely to persist. New courses are being developed around the concept of planned variation in teaching, and these courses will continue to be offered in the future. Most important of all, perhaps, is the fact that university professors who have participated in the seminar have begun to converse with each other about contemporary research on teaching and its applications to their own work. Once established as a habit, this form of interaction could provide a productive, if partial, substitute for an established inservice education program. If this is accomplished, the University Staff Development Seminar will have served its purpose well.

THE PALM BEACH EXPERIENCE

John C. Thurber

A school-based staff development program was initiated during 1973-74 by Palm Beach County, Florida, schools. The model is based on the premise that it is desirable for teachers to be involved in the identification and articulation of their own growth needs. Allocation of flexible funding to school centers enables activities to take place in work settings. In essence, each school has the potential to become a professional renewal center. Thus is provided a major step toward the goal of program improvement through staff development.

Under this plan, each segment of the school family has its own special responsibilities for staff development. Teachers demonstrate their role by helping to plan, and taking part in, inservice activities. Principals occupy a key position in the program; they also assure sufficient resources and provide for monitoring and follow-up activities. They must exert leadership by allowing teachers to assist in the planning of the school center program (such as analyzing the school's needs and proposing programs to meet these needs). Additionally, in some cases, students may be involved in the planning.

MANAGEMENT MODEL

The area superintendent's staff has the role of serving as human resources for school center activities in planning and implementation. The office of the area superintendent is responsible for reviewing plans based on the appropriateness of activities to the stated goals of the school, school board priorities, and systemwide goals.

Basically, the management model follows this sequence:

1. The faculty and principal plan jointly for activities, after analyzing their staff development needs in relation to the total school program. A formal, systemwide needs assessment instrument is not used; as a matter of fact, stress is laid on the principal and teachers responding, uniquely, to their own particular context for inservice training. That is to say, they are encouraged to look at the school board priorities, legislative mandates, student needs reflected in such areas as low reading test scores or discipline referrals, teacher needs to serve students better in indicated areas, and response to community involvement. Flexibility to synthesize these various needs, at the local school setting, is encouraged by the central and area offices.

2. Plans are then reduced to writing and are reviewed, along with the accompanying budget to carry out the plans, by the area superintendent, according to appropriateness of school goals and evaluation procedures. Each school center is allocated $2.00 per pupil for the purpose of carrying on staff development activities.

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3. Plans are forwarded to the Department of Professional Staff Development so that budgetary and program accountability procedures may be initiated. However, the central department does not direct, approve, or disapprove any school center or area program. The department does attempt to facilitate and assist in the overall quality control by providing advice when appropriate. In brief, the department is a catalyst. Additionally, the plans are reviewed by the District Inservice Self-Study Committee.

4. The funds are transferred to the school center's accounts and are then available for expenditure.

5. The inservice activities are implemented by the school center staff, according to the plan.

6. The staff development activities are evaluated by the staff and, when appropriate, by an external agent.

7. Results of the activities are then reported to the Department of Professional Staff Development.

8. The Department of Professional Staff Development provides and submits to the superintendent and the school board an annual review of staff development activities throughout the system.

INSTITUTIONAL AND INDIVIDUAL COLLABORATION

Since the program was initiated, various types of collaborative efforts have come into existence. Basically, these have been either with local institutions or agencies, or through individual cooperative efforts.

One example of the first type of collaborative effort was undertaken as a result of a particular elementary school center's needs assessment, in which teachers and administrators determined there were too many discipline problems with resultant referrals to the principal. Accordingly, with the assistance of the area superintendent's staff and the Department of Professional Staff Development, a collaborative effort was developed between a local community mental health center and the elementary school. A year-long program for the total staff--including the principal, all teachers, the custodial staff, and many of the cafeteria workers--was implemented to teach positive reinforcement techniques. Results from this program were astonishing: students were volunteering, on their own time, to assist in such activities as helping the custodians clean corridors after school. The evidence of a more humanistic school climate, in this instance, was further substantiated by a decrease of about 36 percent in discipline referrals to the principal. Additionally, both students and parents indicated they felt an improvement in the school's climate.

Another group collaborative effort was undertaken to provide the district with a pool of potential administrators. Although not school-initiated, most of its activities were school-based and school-focused. During the 1976-77 school year, the Department of Professional Staff Development coordinated and directed the Administrative Development Career Advancement Program, a collaborative effort undertaken with Florida

Atlantic University. The general purpose of the ADCAP program was to identify and train the best potential leadership within the county and, in the process, attempt to ameliorate past sex discriminatory procedures. During the summer of 1976, preliminary screening took place, and in the early fall final selection of interns was made using an assessment center procedure on the campus of Florida Atlantic University. Candidates were screened by various means in six major areas of competencies, which were arrived at in a joint effort by the university's staff and a comprehensive committee representing teachers, principals, and area and central office personnel from the Palm Beach County schools. The competencies relate directly to the job role and function of the school center administrator in Palm Beach County.

The assessment center procedure, carried on collaboratively with the university, included leaderless discussions, role playing, written exercises, games, and other simulations. As a result of screening, the 97 applicants were reduced to approximately 25 individuals who were placed through the assessment center, and the 15 top ranking persons were selected as finalists, and became administrative interns for the 1976-77 school year. The interns served approximately one semester in each of two different school centers; thus they were provided a minimum of two different leadership style models. They also worked in an area superintendent's office for two weeks. Central office procedures of the district were provided for in discussion groups led by county office personnel; administrative theory and practical applications were emphasized in weekly seminars provided by university personnel. The ultimate evaluation of this program will be in the number of interns who are eventually placed in leadership positions, and the quality of their work.

The second basic type of collaborative effort is individual collaboration. This particular form came about when a problem was uncovered during a process evaluation of our school-based staff development program. More specifically, one of the shortcomings in the typical school-based staff development program is that, while it frequently may speak to the needs of large groups or total faculty, sometimes the needs of the individual teacher are not articulated. Because of this, the Department of Professional Staff Development has implemented a concept called "the mini-university."

The "mini-university," a simple and straightforward program, identifies persons with special talents or interests, who volunteer their services for a small stipend, in order to conduct short courses. These courses are advertised and coordinated through the Department of Professional Staff Development. Courses, then, are teachers teaching other teachers in small groups of approximately ten individuals. This process allows for teachers who have a particular need to take part in short inservice programs designed to meet a particular need. Offerings have ranged from programs in reading improvement to elementary physical education techniques.

The mini-university appears to be a very cost-effective way of offering inservice education. For instance, during 1976-77, 18 courses were offered to 322 persons through the mini-university, at a cost of $3,239. The cost per participant hour was $.52, and that compares favorably with courses that were contracted by the district from colleges and other agencies. The cost of a mini-university course is usually approximately half that of other contracted courses. It appears, then, that on a cost-effective basis, the mini-university is a feasible way to

offer certain services to upgrade the quality of instruction via staff development.

SURVEY OF TEACHERS AND PRINCIPALS

Since the Palm Beach County model has been in operation for four years, an in-depth study was undertaken in spring 1977. An anonymous questionnaire was disseminated on a random basis to enough teachers in the system to ensure a statistically significant response. Every principal in the system was also asked to respond to this survey. Findings indicated that 99 percent of the district's teachers had taken part in inservice activities at some time during the four years, and 100 percent of the principals also had participated in staff development programs.

By providing a chance for teachers to be involved at the grass roots level in planning and implementing their own staff development activities, we find from the survey that 84 percent of the teachers felt their planning had been adequate or better, and only 16 percent felt it was inadequate. Further, 89 percent of the teachers felt the administrative input in planning had been sufficient, and 88 percent that inservice goals were sufficiently well articulated. The actual program content was adequate or better, according to 79 percent of the teachers. Concerning consultant presentations when collaborative efforts were undertaken, 88 percent of the teachers felt that presentations were adequate or better. The questionnaire revealed that 84 percent of the teachers perceived the attitudes of other teacher participants in inservice programs as adequate or better, and 85 percent felt their learning experience was adequate or better. The responses relative to resources indicated that 84 percent of the teachers felt the human resources had been used adequately or better, and 90 percent that the material resources were used wisely. Of those teachers involved in inservice activities in Palm Beach County, 93 percent believed their students had benefited, in varying degrees, as a result of the teachers having taken part in inservice activities. Only 7 percent of the teachers in the district felt students had received no benefit from the teachers having had inservice training.

Principals' perceptions of governance, content, and delivery of inservice programs were also very positive. For instance, regarding teacher planning, 91 percent of principals felt teachers had had adequate input, and 94 percent felt they had adequate or better input into the planning process. All (100 percent) believed inservice goals were articulated well. Content of the programs was judged adequate or better by 97 percent of the principals. Regarding utilization of consultants on a collaborative basis, 95 percent of the principals felt their services were adequate or better. Attitudes of other principals and teachers, while involved in staff development activities, were perceived as either adequate, good, or excellent by 95 percent of the principals. The survey also showed that 96 percent of the principals felt human resources were used in a meaningful way, and 94 percent that materials were used in a beneficial way. Finally, 98 percent of the principals indicated the inservice activities in which they had taken part were a useful learning experience.

All of the principals surveyed in the district felt their teaching staffs had changed their methods to various degrees, as a result of

participating in staff development activities. There was some variance in this particular response in that 67 percent indicated their staffs had changed to some degree, 31 percent that their teachers had changed a great deal, and 2 percent that there had been a vast change. Responses of 97 percent of the principals indicated their students had benefited to some degree from the teachers having participated in inservice activities.

RESULTS OF INSERVICE

During the four years prior to the initiation of school-based inservice education in Palm Beach County, the average number of hours spent by personnel in staff development was 56,432 hours per year, or an average per instructional employee of 15.5 hours. Since the initiation of the school-based program, the comparative annual average is 114,869 hours, an average of 29.5 hours of inservice participation per year per instructional staff member within the district's school system. This represents an increase to almost double the number of average hours per person spent in inservice activities.

Looking beyond the number of participant hours, what really happens as a result of staff development? This is a very difficult question to answer in a completely reliable manner, in part because of the many variables affecting both student and teacher performance. We do know, however, that interesting things have occurred following implementation of inservice programs. For example, one elementary school sought to improve the teaching of reading through staff development, with the result that 16 percent more students scored above their level of ability than in the previous year. Another school's records indicate an increase of about 90 percent in the amount of materials checked out from the media center following a series in the basic use of media, which was conducted by a teacher from another school. This, again, is the result of collaboration of the individual type.

Our experience has shown us that with regard to governance and management, both teachers and principals felt they were adequately involved in planning. Both groups seemed fairly content with their role in this process. As a result of the planning processes, local school goals are determined for staff development, and the majority of both groups seemed satisfied that these goals were relevant to their needs for teachers, students, and school board priorities.

Concerning the content and delivery of school-focused inservice programs, both teachers and principals indicated about the same degree of satisfaction with programs under this process. Generally, both groups also had similar feelings that the attitudes of other participants toward staff development were favorable. Both groups also were very positive regarding the delivery of programs and the utilization of resources. Overall, principals exhibited a slightly more positive attitude toward the staff development program than did the teachers, although the opinion of the teachers almost mirrored that of principals.

It appears that the teachers and principals shared almost identical perceptions regarding the change in teacher behavior resulting from staff development activities. Both teachers and principals have expressed a need to expand their dialog to include more discussion about the impact of staff development programs. We feel that principals probably should reinforce

activities through frequent discussions with teachers, then use this feedback in future planning of staff development processes.

OBSERVATIONS FOR INSTRUCTIONAL CHANGE

Reflections over the past four years of school-based inservice education give rise to several generalizations:

1. There is always room for improvement in any inservice process, even those that appear to be functioning adequately.
2. There is a need to take periodic soundings to determine program effectiveness.
3. Evaluation of the ultimate impact of staff development is difficult to achieve with an extremely high degree of certainty, so secondary indicators of success or failure frequently must be relied upon for results.
4. Improved communications between school, area, and central offices would enhance the total staff development program.
5. Principals should provide more positive reinforcement for teachers when change is noticed.
6. It must be realized that beginning teachers and principals have different staff development needs than seasoned educators.
7. Most teachers respond well to training activities conducted within their schools.
8. It may be easier to alter the curriculum in the school by changing the behavior of a group of teachers and the principal than by attempting to change one teacher at a time.
9. It is possible for a school to develop a program that allows for professional growth of teachers, and improve its instructional program as a result; in fact, this often happens.
10. It appears that different schools respond in varying ways to opportunities; a key factor in this response is the principal.
11. Teachers and principals have various preferences about the types of learning activities in which they wish to take part.

We have found, then, that continued staff development support is necessary if instructional curriculum change is to be facilitated through staff development. The ultimate impact desired is the type of improved instruction that truly prepares today's students to be tomorrow's citizens.

TEACHING COMPETENCIES FOR IMPLEMENTING THE ATLANTA INDIVIDUALIZED LEARNING PROGRAM

Lucille G. Jordan

In developing an individualized learning program for elementary youngsters in Atlanta Public Schools, it was evident that the development of curriculum and a program of staff development needed to be concurrent. The rational process appeared to be to assess where pupils are and then, to determine appropriate goals according to the pupils themselves, their parents, and teachers. Whatever training was needed to prepare teachers to deliver that kind of curriculum should become the teacher education, or staff development, program.

IDENTIFYING NEEDED COMPETENCIES

This process differs from that too often used by teacher educators who develop lists of teacher competencies. Frequently, competencies are listed by educators who have no idea what kind of curriculum teachers are attempting to implement when they say they need a certain competency. In such cases, competency development is not necessarily tied to plans designed to result in improved student competencies.

The basic position taken by the administrative staff of the Atlanta Public Schools was that the development of curriculum needs to take place concurrently with a staff development program. The competencies then reflect the philosophy of the staff, because the curriculum provides the base from which specific teaching competencies can be inferred.

The first thinking which led to Atlanta's teaching competencies project is contained in a proposal to the U.S. Department of Health, Education, and Welfare, Office of Education, in January 1973. The proposal, entitled Competency Based Education Center, was prepared under the direction of Dr. Gilbert F. Shearron of the Competency Based Education Center, University of Georgia, and was directed to the Bureau staff who oversee activities under the Education Professions Development Act. Although the precise places and certain details of procedure were modified during implementation, the basic notions of the project are reflected in the text of that proposal.

Five dimensions of literacy for Atlanta students were identified: personal, social, intellectual, aesthetic, and career. Curriculum was developed to deliver these literacies through concept-based learning by means of an individually guided, continuous progress process. Ten elementary schools piloted the new curriculum. After a year, one of the pilot schools was selected to develop competencies thought to be necessary to implement this curriculum.

The project staff included the professional staff (twelve elementary school teachers and the principal) of Guice School, six members of the supervisory staff of the Atlanta Program Development Unit of the Atlanta Public Schools, and three program development specialists of the Competency Based Education Center at the University of Georgia. The Executive Committee which planned events, implemented activities, and outlined

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reports consisted of Dr. Lucille G. Jordan of the Atlanta Program Development Unit, who served as Project Coordinator; Dr. Gilbert F. Shearron, Director of the Competency Based Education Center; and Mr. John Welsh, Principal of Guice Elementary School in Atlanta. This staff directed all project activities which began in the summer of 1973 and continued through the summer of 1976.

The teaching staff analyzed the strategy, applied their experiences in piloting the curriculum for one year, and began to determine what skills a teacher needed to implement an individualized curriculum. The strategy began with "Find what the student knows." This implies diagnostic skills. The five areas of literacy indicate that diagnostic skills need to go beyond the intellectual by also emphasizing the social, aesthetic, and personal areas. There are, of course, additional competencies needed to utilize the prescribed strategy. Perhaps it will suffice to say that well-planned curriculum which rather precisely specifies pupil outcomes provides a basis for determining teacher competencies. When the curriculum also specifies a learning strategy to be employed, the process of determining competencies is made easier.

Teaching competencies in this project were therefore teaching acts that are essential if one is to do an effective job of implementing the individualized curriculum. The seven competency areas identified were:

Figure 1.
EVALUATION PACKET

Instrument		Process
1	"How Do You Feel"	To be administered by the classroom teacher and completed by the pupils
2	"Checklist for Reviewing Pupil Folders"	A member or members of the approved evaluation team
3	"Observation of Teachers"	All members of the evaluation team
4	"Teacher Questionnaire"	The classroom teacher completes own form
5	"Teacher Self-Evaluation Criteria: Classroom Environment"	The classroom teacher completes own form
6	"Summary of Status on Guice Competencies"	All members of the evaluation team
7	"Long-Range Prescriptive Plan Form"	All members of the evaluation team
8	"Competency Prescription"	The classroom teacher and a member of the evaluation team

diagnosing, prescribing, implementing, managing, evaluating, humanizing, and professionalizing.

One source of help was the Atlanta Curriculum Guide, another was the professional experiences of the project staff, and a third was the available lists of teaching competencies designed for other instructional programs. A review of these various sources yielded the first tentative list which, with the assistance of the CBE Center staff, was edited and classified, then returned to the project staff for review and such revision and reclassification as were deemed necessary. A fourth and fifth lists were developed after testing with 14 other pilot schools which provided input. The changes made were used in completion of the official competency list which also included competency indicators and, in 1975, served as the basis for the development of inservice staff development activities to attain the competencies.

During the 1974-75 school year, Guice faculty members demonstrated the seven categories of teaching competencies in ongoing classroom situations which were videotaped and added to the bank of some two dozen videotapes and films produced in relation to Atlanta's Individualized Learning Program.

Once staff development experiences were identified and the resources listed for such experiences, the teachers concerned themselves with planning evaluation processes appropriate to assessing each competency. An evaluation packet (Figure 1) was developed, piloted by the project staff, and assessed during 1975-76.

Following the completion of this project, a report listing all competencies, activities, processes, and instruments was made to all funding sources and the input was used by the Competency Based Education Center as input to the State of Georgia's movement toward building teacher competency certification plans. The Atlanta School System has organized the materials into learning modules for teachers who have identified their competency needs. In each major area of competency the modules include:

1. Definition of competency
2. Indicators of competency
3. Staff development activities to build competency
4. Suggested resources to be used in building competency
5. Suggested ways to evaluate attainment of the competency.

It is hoped that this plan will serve as a support to the efforts being made to bring individualized staff development opportunities to professionals who are striving hard to furnish meaningful, individualized learning experiences to Atlanta's students.

COLLABORATION OF EDUCATION AGENCIES

Preliminary planning activities consisted mainly of getting agreement among the three principal participants (Atlanta Public Schools, Guice Elementary School, and the University of Georgia CBE Center) that they would undertake the project and make arrangements for the sequence of meetings suggested by the original proposal. The Project Coordinator attended to these matters during the summer of 1973. Prior approval and funding of the Georgia CBE Center had been obtained from the U.S. Office of Education by Dr. Shearron in 1973.

Agreement among the participants was a relatively simple matter. All except the Guice School staff had been alerted by their preliminary agreement to participate in the project if the proposal was accepted. Therefore when the project was funded, the CBE Center Director contacted those who had authorized the project in its proposal form to be certain they were still able to cooperate. This group included the Dean of the College of Education at the University of Georgia; the Assistant Superintendent for Instructional Planning and Development, Atlanta Public Schools; the Director of Staff Development for the Atlanta Public Schools; and the Superintendent of the geographic area in which Guice School is located.

As Guice School had been one of the pilot school designates of the Atlanta Public Schools, the principal arranged for a staff meeting during which the matter was brought before the classroom teachers to determine the extent of their interest. At this meeting the plans were explained to the teachers and discussed by them, and their agreement to participate was obtained.

When the funding for the USOE project held by the Georgia Center for Competency Based Education ran out, the Atlanta Project Coordinator approached the Director of Program and Staff Development of the Georgia State Department of Education during 1974-75 and secured financial assistance to pay stipends to APS staff for Saturday meetings. Assistance from the Georgia Department of Education was continued during the following year, through the Atlanta Public Schools' allocation of funds for staff development.

All materials developed were utilized throughout the Atlanta School System, the University of Georgia, and the Georgia State Department of Education; they also were furnished to the U.S. Office of Education.

An alternative learning route used by the Guice staff to accomplish several objectives in implementation was a visit or visits to the Atlanta Area Teachers' Center at Mercer University, which had been planned and developed with input by APS members of the Guice Competencies Project staff. The teachers who received prescriptions related to providing alternative learning routes found time at the Center to glean ideas and make instructional games and materials to use in individualizing instruction. Following this experience, teachers saw the Teachers' Center as a viable resource for stimulating teachers to interact with other teachers in sharing expertise and ideas, and as a locus for esoteric materials development. These experiences have led to much wider use of the Teachers' Center, sponsored by the Atlanta Area Teachers Educational Service.

PROBLEMS

- Problem: Teachers in the beginning were skeptical that the evaluation data gathered might be used by administrative personnel as a determiner of performance, without the permission or even the knowledge of the teachers.

- Solution: The design of the teacher competency process incorporating the assessment of peer, self, and others is an outgrowth of the individualized instructional design for pupils in the Atlanta Public Schools. Its purpose is to give direction to the continuous personal and professional growth of the individual teacher.

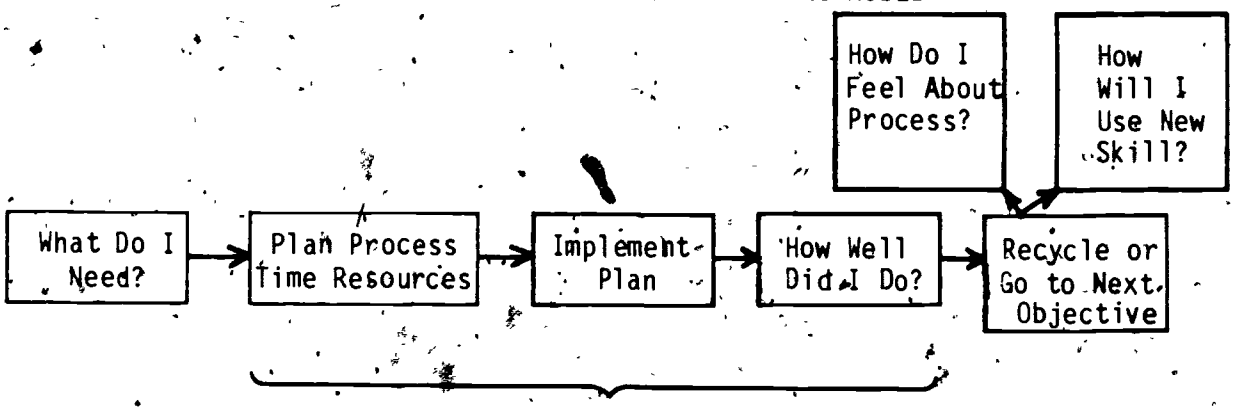
Evaluations which result from this design are evidence of the teacher's commitment to growth and will be made available to whoever is knowledgeable about the individualized curriculum and mutually acceptable to the teacher and the administrative and supportive leadership staff (principal, selected persons actively involved in the individualized process, peers, parents, and/or students).

Competencies requiring a plan for self-improvement will be identified and decisions made for the development and implementation of the self-improvement program. The teacher and specified evaluators, following the Teacher's Individualized Learning Model (Figure 2), will determine the extent of progress toward the objectives. This learning sequence plan will be placed in the teacher's school file and will serve as a record of professional growth.

- Problem: Teachers suspected that their direct input would not be fully valued and used per se in the products of the project.

- Solution: The Steering Committee was not fully aware of this attitude until the writing of the first set of competency statements, in

Figure 2
TEACHER'S INDIVIDUALIZED LEARNING MODEL



Phase I

Performs self-evaluation (decision-making point)

Phase II

Develops a plan for self-improvement--Negotiation? Estimate of time, resources, etc.; Procedure, etc.

Phase III

Implements self-improvement (Individual time variable)

Phase IV

Determines extent of progress toward own objectives

Phase V

(Decision-making point) Decides next phase: (a) Recycle? (b) New strategy + (c) Turn to another set of objectives

which teachers could see their exact statements about indicators of competency. The test of sincerity had been met unknowingly, and the teachers continued to grow in confidence as they saw their input used and valued.

• Problem: Sharing of processes and progress of the project with other school staffs which were implementing curriculum was identified as a problem.

• Solution: Resource Teachers/Supervisors charged to work with all staffs implementing curriculum were kept informed and involved in actual operation of the competencies project. They in turn supplied input and carried feedback from the project to all school staffs.

Second, television programs and video cassettes that were made provided overviews of progress and demonstrations of the competencies to all interested persons and to the lay public.

• Problem: School administrators are concerned with teachers' being out of classrooms for professional activities during the school day and at having supply (substitute) teachers fill in.

• Solution: All of these meetings to plan and develop were held outside school time, such as late afternoons and evenings, and Saturday seminars for which teachers received a small stipend.

GOVERNANCE

Governance decisions were made by the Executive Committee (composed of the Director of the Georgia CBE Center, the Atlanta Project Coordinator, and the Principal of Guice Elementary School), with input from the participants in each institution involved. The quality of the output of this project, however, depended on the energy, enthusiasm, and patience demonstrated by all involved staff members of the institutions, particularly of Guice Elementary School.

The fundamental decisions made are listed here as the most important concerns of the parties involved.

1. There would be provisions to release individual teachers occasionally from their teaching assignments so that they could participate in the teacher education program development activities.

2. When supply teachers were used, the CBE Center budget would pay for their services.

3. The CBE Center budget would also absorb all honoraria and travel expenses not normally expended by the Atlanta Public Schools for curriculum development and supervisory activities undertaken.

4. Work sessions requiring total involvement of the Guice school staff would be held on Saturdays, and staff members would receive an honorarium or stipend.

FUNDING

Funding resources utilized in development of teaching competencies have consisted of both actual and in-kind contributions:

1973-74

University of Georgia Center for Competency Based Education shared resources from the USOE Project (CGG-0-71-1076) to fund stipends for Guice teachers and the ECD staff to meet on Saturdays; cost of a retreat; and services of an APS Program Coordinator (1/8 time). $7,500

Atlanta Public Schools supplied in-kind contributions of the Elementary Curriculum staff during work days; meeting space; and a small amount of duplicating services.

University of Georgia supplied in-kind contributions of the time of a graduate student; faculty consultants for technical assistance; and duplicating and printing services.

1974-75

University of Georgia furnished funds for 12 videotapes and the services (1/8 time) of the APS Program Coordinator. 3,540

Georgia State Department of Education worked out a shared plan with Project Success, an APS Title III Project, to provide stipends for Saturday service of APS staff. 3,000

University of Georgia supplied in-kind contributions of the time of a graduate student; faculty consultants for technical advice; use of a videotape recorder; and an operator to record twelve teaching demonstrations.

Atlanta Public Schools gave in-kind contributions of ECD personnel time, TV production and programming time, and some duplicating services.

1975-76

Georgia State Department of Education funded (through the Atlanta Public Schools Staff Development Funds) assistance with instructional materials, printing, day-by-day supply for teachers, and consultative services. 2,780

Atlanta Public Schools gave in-kind contributions of staff time at local school, area, and central levels; duplicating services; and meeting space.

1976-77

Atlanta Public Schools gave in-kind contributions of staff time and printing services.

SUMMARY: The total cash outlay of funds by the U.S. Office of Education, University of Georgia, and Georgia State Department of Education was: $16,820

Obviously, the in-kind contributions of the University of Georgia and Atlanta Public Schools would amount to a far greater cost than the cash outlay represents.

PROJECTIONS FOR FUTURE USE

Future use of products from the competency project is being planned with Atlanta Elementary Resource Teachers, who work directly with the approximately 3,600 teachers in all 105 elementary schools. These resource teachers were involved in and/or were kept informed during the development process and therefore feel a commitment to use what they helped to create.

The Elementary Education staff has reorganized the products of the project in such a way that modules have been developed for each set of competencies: diagnosing, prescribing, implementing, managing, evaluating, humanizing, and personalizing. A teacher who is diagnosed as needing to work on a certain competency can move into that particular module and proceed at his or her own pace. In this way, we are providing an individualized learning opportunity for that teacher, just as we ask the teacher to provide for students.

The Atlanta Staff Development Department has received reports of project activities and the products created, so that the resoures can be fully utilized in offering inservice opportunities to all Atlanta teachers.

It is hoped that project products, disseminated to all agencies and institutions involved in the Atlanta Competencies for Implementing Individualized Learning Project, will be used appropriately by each to build competencies in such a way that both teachers and students will realize their full potential.

THE UNIVERSITY INSERVICE TEACHER EDUCATION NETWORK

Betty B. Schantz

The University Inservice Teacher Education Network (UITEN) is a collaborative effort by the School District of Philadelphia, Federation of Teachers, Philadelphia Association of School Administrators, and institutions of higher education--Beaver College, Cheyney State College, The Pennsylvania State University, Temple University, Villanova University, and West Chester State College. The network is administered by a Board of Directors representative of the constituent groups, with members responsible for obtaining "at home" agreements from their respective organizations and/or institutions.

UITEN courses are offered in one of the School Districts of Philadelphia's ten centers offering full inservice courses. UITEN graduate level courses may be applied to permanent certification, Master's Equivalency degrees, Master's degrees, and Master's Plus Thirty Credits. Teachers currently matriculating in graduate programs must consult their advisors to determine if these credits are applicable to their specific programs. Participating institutions have agreed to accept UITEN courses, as transfer credit into graduate programs; however, successful completion of UITEN courses does not guarantee entry into graduate programs.

NETWORK BEGINNINGS

In 1972, 30 Intermediate Units (IUs) were established in Pennsylvania. Philadelphia is the only school district that is also a self-contained Intermediate Unit.

Under the strong leadership of the school system and supported by the Federation of Teachers and Association of School Administrators, Philadelphia's IU developed an active and aggressively productive Inservice Council that designed and approved free inservice courses for professional school personnel. The state, in turn, by approving these course offerings, also accepted 18 semester hours of Intermediate Unit credit (of the 36 semester hours required) as applicable to a Master's Equivalency degree; 18 semester hours of credit were also needed from one or several higher education institutions offering graduate credit. In Philadelphia, the salary scales for Master's Degree and Master's Degree Equivalency are the same. The state had thus reestablished its right to credential teachers by awarding a Master's Equivalency certificate directly to teachers who submitted transcripts of college and Intermediate Unit credits.

Philadelphia's free inservice courses quickly gained in popularity as ten centers for inservice education were established in public schools across the city. Registrations overflowed and teachers were turned away as courses rapidly filled. Inservice survey data from the period 1973-1976 indicated that 88 percent of the teachers who took inservice courses responded positively when asked if the courses were meeting their expressed needs.

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The concept of teachers' teaching teachers is indeed not new. Public school districts have historically engaged in inservice education. This coordinated, statewide effort leading to certification with little direct collegiate input, however, exercised a shift in control and was viewed with a jaundiced eye by most collegiate institutions. Colleges which for years had recommended teachers for certification through their own state-approved graduate programs leading to Master's degrees, and with it the additional financial remuneration in salary to the recipient, felt threatened.

Typically, colleges had provided a variety of inservice opportunities for school personnel "in the field." Sometimes courses were scheduled in response to a specific request for a specific professor for a specific population in a specific location. More generally, one or several colleges offered courses appealing to a broad population of students from a variety of locations, and taught by adjunct faculty in a pre-approved location. However, the most extensive inservice programs were offered on college campuses, with teachers attending evening or summer classes. It became apparent to college personnel involved in both Intermediate Unit Inservice Councils and collegiate courses that perhaps colleges needed to examine a new delivery system of cooperation between institutions in specific geographic areas to provide better service for school personnel.

In spring 1973, personnel of fourteen area colleges and six Intermediate Unit directors were invited to Temple University for a luncheon meeting to discuss the status and future plans of the Intermediate Units in the metropolitan area with regard to the delivery of inservice education to teachers and how they viewed collegiate participation. A series of meetings involving the State Department of Education, teacher organizations, and school administrators were scheduled to discuss possible cooperation in developing an inservice model.

COMMITMENT TO COLLABORATION

By fall 1974 it was evident that in order to establish a firm commitment between colleges of teacher education interested in developing a network system of inservice education, we needed to develop operational guidelines and target dates for meeting them, and to identify a specific target population that could be financially and organizationally supportive of the plan. As the meetings progressed, many institutions were interested in the developing plans, but some withdrew from the planning because they were unable to meet the demands of the agreed-upon time. The Philadelphia Intermediate Unit was immediately supportive and had the available resources and flexibility to initiate the opening of a pilot center. Therefore it was agreed that, although the other five IUs were interested in future participation, the Philadelphia IU would become the active planning group.

As a result, UITEN became official when a letter of commitment was received from six college deans, each naming a representative to the newly-established Board of Directors. Subsequently the Philadelphia Federation named five representatives, the Association of School Administrators three representatives, the Philadelphia School District three representatives, and the Pennsylvania Department of Education assigned a regional Intermediate Unit representative. The commitment by

all parties was to one year of planning, 1975-76, and--upon review of the agreements formulated--an operational pilot center during 1976-77.

Recognizing the educational merit of this endeavor, the William Penn Foundation of Philadelphia awarded a small grant for the development of this network. This grant, for both planning and implementation, made it possible for the Board of Directors to hold all-day workshop sessions, employ a graduate assistant for a two-year period, and staff the center during its initial year with a Center Director who was responsible to the Board. Coming at a critical time in the process, these funds provided additional services that would not have been readily available from existing budgets. The grant, however, in no way covered the many hours spent by both Board members and colleagues they involved in the process, nor the costs of publicity and mailing expended by the School District of Philadelphia and the Federation of Teachers.

The six colleges formulating the UITEN represented the state college system (2), land-grant (1), state-related (1), private (1), and private-parochial (1) types of institutions. Although there were broad gaps to bridge in the policies, operational modes, and finances of the institutions, the commitment to establish an operational network was strong.

Perhaps the greatest strength was the personal commitment of the representatives from the organizations and institutions involved. They developed not only a trust relationship and comradeship, but a strong belief that problems arising could be resolved to the benefit of all constituent groups.

Planning the Network

The first areas of negotiations tackled by the Board concerned finances, structure of the organization, transfer and acceptance of institutional credit, course offerings, calendar, and development of the center. Directors had the responsibility of involving additional representatives from their institutions in the meetings when special expertise was needed, and performing all the necessary liaison relationships on their individual "home front." Renegotiation sessions were commonplace until a consensus could eventually be reached.

Workshop days were extremely helpful in expediting planning. Goals were established prior to the workshop day. Work sessions were developed for specific tasks and at the end of the day a consensus session was held. Those items on which consensus could not be reached were identified and a strategy for resolving differences was developed. Tasks were then assigned accordingly so that items might be renegotiated where necessary before the next meeting. As institutional problems were bared, wide differences were uncovered. Tuition rates, transfer credits accepted, credibility of off-campus credit, registration procedures and fees, assignment of faculty were all areas of conflict.

The overriding goal was to maintain the identity of the individual institutions while developing a cooperative framework of operation that would provide a high quality of inservice education to teachers. We were not interested in establishing additional administrative structure but instead a vehicle that would feed directly back into the existing structures of each institution concerned with inservice education. In order to assure an orchestration of efforts that would satisfy the needs of the

constituent groups involved, a considerable amount of time was devoted to establishing institutional agreements. Although some unwritten operational agreements were assumed, the following agreements were mandatory:

1. Institutions would maintain UITEN fees at or near $43 per credit.

2. Each institution would offer a minimum of one graduate course each semester (disregarding traditional enrollment numbers).

3. UITEN courses offered would be transcripted by each institution as graduate credit and be accepted by Network institutions.

4. Each institution would provide personnel for advising and pre-registering students at the pilot center.

5. Course selections for the center (based on a needs assessment administered by the IU) would be decided by the colleges submitting to the Board of Directors courses they were prepared to offer. The Board would then select the courses to be offered so that UITEN and IU courses did not compete with one another for the same time slot and a variety of course offerings would be assured. The Board could also limit the number of courses offered by institutions as a total group or by individual institutions.

6. All courses offered would be described in competency-based terms, with students having access to the competencies to be learned.

Establishing a Pilot Center

The second phase of planning involved administrative/management agreements necessary to operate a pilot center.

Martin Luther King High School was selected because of its size, accessibility to school personnel, strong administrative support, and current designation as an Intermediate Unit Center.

The UITEN Board of Directors established a position for the 1976-77 academic year of Center Director, who would be an employee of the Board and responsible for the administration of the UITEN program at the high school. The Board determined the criteria for selection, conducted the written and oral interviews, and made the final selection of a director in spring 1976.

Evaluating the Pilot Program

The third planning task was to establish criteria for assessing the pilot program.

The UITEN Board, with the consultant help of two researchers, one from the School District of Philadelphia and the other from Temple University, developed the following evaluation procedures:

1. Evaluation forms administered to the students of UITEN courses that would assess the appropriateness of courses offered
2. Evaluation by students of the predetermined competencies of each course and their application in the field

3. Evaluation forms, administered to students enrolled in UITEN courses, that assessed the management of the center and services such as registration and advising provided to them
4. Evaluation of the UITEN project by the Board of Directors
5. Evaluation of the UITEN project by local and national groups.

The UITEN center at Martin Luther King High School opened in September 1976. During the first year of operation, UITEN offered 25 graduate courses with an enrollment of 525 students. Concurrently the Philadelphia IU offered 40 inservice courses with 1,130 teachers enrolled at the Martin Luther King Center. Citywide, IU centers offered 89 courses with 3,616 enrolled.

EARLY DIFFICULTIES

Unforeseen problems hampered the trial year. The energy crisis in January two days prior to registration at the center closed the school and changed the registration site. Classes were rescheduled and student registrations accepted when Martin Luther King High School reopened two weeks later for the firt class session. Therefore, a 35 percent increase in enrollment resulted instead of a projected 50 percent increase over fall UITEN registration.

Because of a drastic last-minute cutback in the projected Philadelphia Summer School IU budget, UITEN offered only six of the planned 16 courses in an alternative site (Rhoades Middle School) to a total of 160 teachers. Philadelphia IU offered 15 courses to 600 teachers at the same site.

In spite of these difficulties, evaluations of the UITEN project were highly favorable.

Evaluations by the students indicate that courses offered by UITEN are viewed positively. Courses were seen as causing a demonstrable change in teaching behavior in their classrooms. Student response stated that active participation during their class sessions provided specific instructional techniques and the development of specific skills that they in turn utilized in their teaching. Insight was gained into a variety of philosophical-practical approaches to teaching methodology and the resultant student behaviors. The majority of students stated that the advertised descriptions of the courses were reflected in content presented and that prestated course competencies were addressed.

The evaluation by the Board of Directors was extremely positive. All members indicated that they considered the Network important and felt it was essential to find a way to keep it operational. Therefore, since funding was a major issue, colleges committed from their budgets minimal operational monies that would permit a one-year extension of the project.

This means that currently the Network and the Board of Directors are operational. There is no funding for either a graduate assistant or a center director. However, the minimal budget provides for absolute essentials that cannot be covered within individualized institutional budgets. For example, the UITEN Board of Directors decided to print a brochure describing the program and listing course offerings and preregistration procedures.

PLANS FOR THE FUTURE

Several expansions are conceived as being important for the future. Two major areas are improved counseling for students and expanded course format.

Inservice education demands a special type of counseling not yet developed: Teachers need to be able to make judgments on how to diagnose their teaching problems and where to find appropriate help. Since inservice education is so fragmented at present, teachers now resort to current Intermediate Unit offerings or college catalogs for information; they receive little or no direction if they do not matriculate in a specific program. Therefore the Network will design and implement a system that will provide individual counseling and advising, and also will give feedback for course offerings.

The traditional approach--three credit courses meeting once a week for 15 weeks--will be supplemented by the further development of alternative course structures: weekend courses, block seminar sessions, individual classroom counseling with seminars as a year-long experience, combining the teaching efforts of the Intermediate Unit and teacher education institutions in cluster teaching of subject and/or skills. An effort will be made to identify special skills of instructors from different institutions and interface them into one or several course offerings.

The Network proposes to explore broader populations concerned with the teaching process:

- Paraprofessionals--such as teacher aides, home-school coordinators, and nonteaching assistants.
- Parents--who want to develop skills needed to help their children at home or who may want to extend their education and entrance into various fields.
- Business and industry--within these organizations is a wide range of personnel who already conduct extensive adult education programs. Business and industry personnel are highly skilled technicians in the successful techniques currently used to provide specific skills training, but may lack a background in the skills and methodology of the teaching process.
- Other professionals--nonteaching professionals have expressed a need for educational renewal. Nurses and administrators have been neglected in most inservice programs to date, yet their services have a major impact on students within the system.

RESIDENCY IN EDUCATION--AN EVOLUTIONARY NOTION

Paul M. Allen, C. F. Cardinell, and James E. Frasier

On January 7, 1974, the Arizona State Board of Education stunned educators by a totally unexpected mandate eliminating the fifth-year or Master's degree requirement for permanent teacher certification. The Board's statement called for a two-year supervised internship to replace advanced college work:

> "The State Board . . . issues a temporary certificate which is valid for two years and is non-renewable, designed to provide for professional improvement needs of the young developing professionals. During this two-year intern program, the teacher will have available the expertise of the district and the teacher training institution. Successful completion of four semesters of an intern program will culminate in a district and university recommendation of a basic certificate. The instructional programs may include:
>
> I. Conference after observations
> II. Informal discussions with local and university experts
> III. Evening and summer seminars
> IV. Content course work
> V. Reading assignments
> VI. Independent projects providing individual instruction to concentrate on individual needs
> VII. Other instructional programs.
>
> "Each teacher education institution is requested to submit to the State Board of Education a two-year intern program for consideration and eventual approval by the State Board of Education."

DESIGNING THE INTERN PROGRAM

In August 1974, a consortium of Arizona's three state universities began designing an "internship" responsive to the enigmatic State Board mandate. The State Board supplied neither further explanation nor a timetable for implementation. The entire concept was new to the state. Serious problems of both philosophy and structure arose at nearly every session; design efforts sputtered. The questions requiring answers in Arizona were:

I. Who should develop and govern a revised teacher education and certification program?

II. What should a teacher internship look like?

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III. Structural questions encountered:

a. What should be the rationale for an internship? Or is it a residency?
b. Will collegial governance be possible?
c. Where should funds originate?

Who should develop and govern a revised teacher education AND certification program?

The nagging question of who will develop and govern teacher education and certification led the University Consortium to broaden its membership to include representatives of:

Arizona Education Association
Arizona Federation of Teachers
Arizona School Administrators, Inc.
Arizona School Boards Association
Arizona State Department of Education
Arizona State University
Northern Arizona University
University of Arizona
First and second year teachers.

The broadened Consortium was charged to increase the effectiveness and professionalism of beginning teachers through design of an internship program building on the normal four-year teacher training program of the state. Just as impressive as the task itself was the fact that these diverse groups had never sat down together to attack such a critical issue. This Consortium, led by three university faculty members delegated for the task, met over an 18-month period to develop consensus as to what an internship should be.

What should a teacher internship look like?

The Globe Public Schools approached the Consortium to request that they be the test site for a pilot program in which the three universities would collaborate on a model delivery system for small towns or rural areas remote from the universities' campuses. This Consortium project emphasized the professionalization of the teacher and the development of a two-year residency program for beginning teachers.

The State Board's desire to improve instruction in Arizona schools through changing teacher behavior differs from other projects. Many have sought to improve instruction through changing the teacher preparation coursework and programs, or installing classroom curricula changes. By and large, they failed because they did not include components stressing teacher behavior change. The new teacher program focuses on helping the beginning teacher change classroom behavior.

Areas needing improvement are identified cooperatively with the new teacher. Intervention to help the new teacher in the areas of his or her concern is coordinated by the Consortium work team. Individual programs are built on the identified needs of the new teachers and provided in Globe

by university teacher education personnel working with a team of local administrators, educational support personnel, and a "helping teacher."

The helping teachers are the key to the teacher improvement becoming a self-renewing, cooperative program. These experienced teachers expressed interest in assisting their new colleagues and were chosen individually by the new teachers from an approved pool of helping teachers. Yet despite their interest, experience, and proximity to the new teacher, the helping teachers found helping the new teacher a difficult task. Helping teacher evaluations of the first pilot year revealed they needed specific and sequential intervention programs to help new teachers. Therefore, the Consortium work team planned a sequence of activities for the second test year.

The first activity was a preschool workshop, at which helping teachers were paired off with new teachers for explaining the school routines and the "administrivia." This initial activity was successful two ways: it was a comfortable role for the helping teacher to be explaining job conditions, and it provided security for the new teacher in knowing the school's expectations.

The second activity planned was for the helping teacher to explore "survival skills" with the new teacher. Knowing that failure to develop rapport with students, lack of classroom organization, and lack of classroom control and discipline are the major reasons that new teachers are not rehired, the helping teachers concentrated on these skills. Help in selecting and obtaining curriculum resources was also provided.

When new teachers were securely established in their teaching situations--able to live within the organizational structure, maintain classroom discipline, organize instruction--they sought to improve their knowledge base and teaching skills. At this point, the third and fourth activities planned for helping teachers were to evaluate new teaching behavior and then offer constructive criticism and help. In practice, however, the program bogged down at this point. Both resident teachers and helping teachers complained of a lack of a specific program to follow.

In response to this expressed need, an evaluation system based on the nine most promising teaching behaviors identified by Rosenshine[1] was designed for the Globe project. The research identified nine variables of teacher behavior which are the most promising avenues for improving pupil achievement:

1. Clarity of teacher's presentation
2. Variety of teacher-initiated activities
3. Enthusiasm of the teacher
4. Teacher emphasis on learning and achievement
5. Avoidance of extreme criticism
6. Positive responses to pupils
7. Pupil opportunity to learn criterion materials
8. Use of structuring comments by the teacher
9. Use of multiple levels of questions or cognitive discourse.

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1 Barak Rosenshine. "Teacher Competency Research." In: Robert Houston, ed. Competency Assessment, Research, and Evaluation. Washington, D.C.: American Association of Colleges for Teacher Education, 1974. pp. 138-55.

Five closely related data-gathering procedures have evolved: (a) observations of teachers in the classroom, (b) analyses of audiotapes of the interns' classes, (c) post-observation and/or post-tape analysis interviews with interns, (d) intern teacher diary of instructional strategies, and (e) pupil reactions to teacher effectiveness. Each of these procedures is specifically related to one or more of the nine variables:

Variable	Related Procedure
1	pupil feedback
2	interview, teacher diary
3	pupil feedback
4	pupil feedback, observation and tape analysis
5	classroom observation and tape analysis
6	classroom observation and tape analysis
7	pupil feedback, interview, teacher diary
8	observation and tape analysis
9	classroom observation and tape analysis.

Analysis of classroom observation and tapes stemmed from the widely used Flanders system for the analysis of verbal interaction in the classroom. Flanders' ten categories of interaction had a more definitive analysis of teacher questions and student responses added. The Flanders category "Criticizing or Justifying Authority" was divided into separate, general, or "public" criticism and personal or "extreme" criticism. Data for this included taping lessons concurrently with a direct observation and, at other times, taping lessons which are not being directly observed.

The interviews and teacher diaries were used in conjunction with each other, and both were related to observations from the direct visits and the tape analyses. The emphasis was on two-way communication which helped ensure a clear and valid picture of teacher effectiveness in improving student achievement.

After workshops stressing analysis of these behaviors, a dramatic increase in communication was observed between the helping teachers and new teachers. Several reported freer discussions with their residents because they were critiquing classroom performance in light of the nine desirable teaching behaviors; the discussions became frank and more specific because they were using mutually understood terms. At this point residents began another self-renewing cycle of requesting help from their helping teacher, use of this help in self-improvement, and still another evaluation.

Structural questions encountered

What might be the rationale for an internship? Or is it in fact a residency?

Both beginning teachers and helping teachers objected to the label "intern teacher." In attempting to put this issue in proper perspective, the Consortium work team tried to relate the terminology to that of other professions.

We might draw the parallel between the supervised internship of the medical student and the supervised teaching experience of the teacher education student. At the end of this period, both are legally and

professionally accepted practitioners of their profession. Teachers then would refine and expand their knowledge base and technical skills immediately after the internship in a period of "residency." They would be employed as full-time, fully-paid teachers, but would associate closely with other experienced teachers, school administrators, and university personnel during their residency.

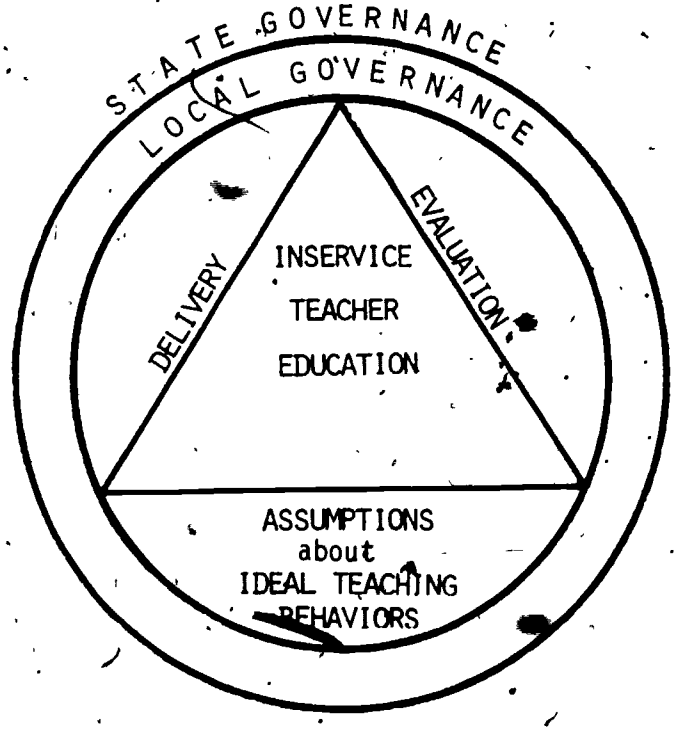
To clarify the differences between the "internship" and the "residency," the internship is a college directed and supervised activity, whereas the residency involves the total profession in the training, evaluation, and ultimate certification of the resident. Basic to this novel and ambitious undertaking is a growing conviction that teaching is a profession, and that as professionals, the practitioners should have a voice in determining who enters the profession and how they are prepared. The Arizona Consortium feels this volatile issue is of prime importance.

Will collegial governance be possible?

The Arizona State Board of Education is responsible for teacher certification and establishes its own regulations. In the internship mandate, the Board delegated the recommendation for permanent certification jointly to the local school district and the universities. This joint responsibility of governance may make Arizona unique among the states.

Figure 1 presents a schema, "Bases of Residency Training." Basic to this schema is the commitment to shared governance of the residency by all stakeholders in education. The first parameter of governance is that set forth by the state--in this case the State Board's mandate eliminating the existing requirement of a fifth year of college work or a Master's degree prior to permanent certification and requiring in its place a two-year supervised internship.

Figure 1
BASES OF RESIDENCY TRAINING



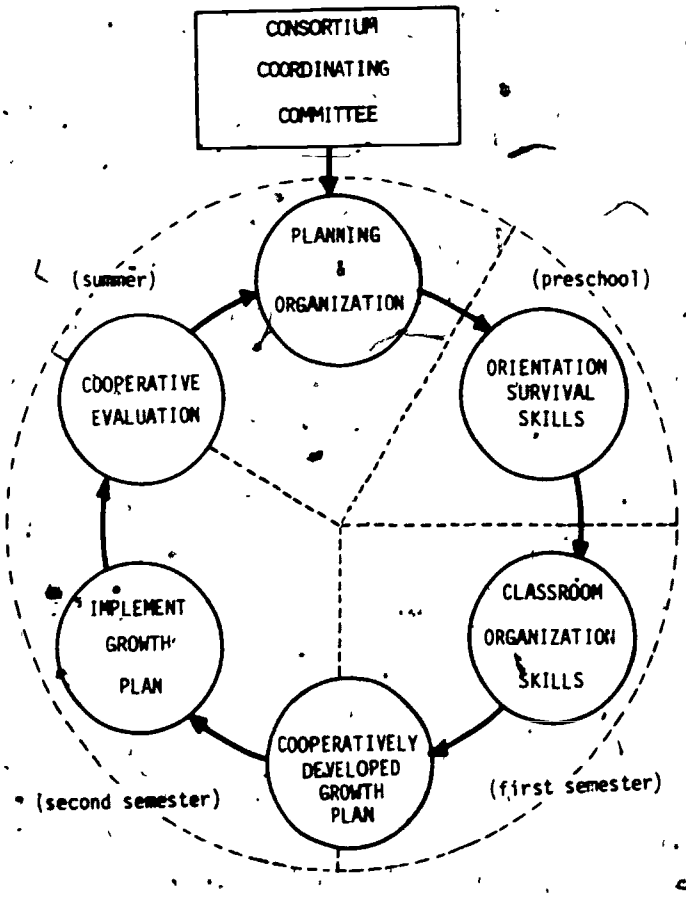
Also decreed by the State Board is another parameter of governance--that designed to accommodate the specific needs of the local district. This unique mode of governance provides for the joint recommendation by the employing school district and the state universities for the granting or denying of permanent certification.

In the Globe project, this local parameter was extended by the Consortium to include teachers and administrators in the decision making for both certification recommendations and design of the residency program. The rationale was that collegial governance is essential within both parameters if teaching is to become a true profession.

Specifically, local governance in Globe is organized around the Globe Consortium Coordinating Committee, composed of twelve persons chosen by ballot to represent "helping" and "resident" teachers from each school in the district and officers of the school administration. The current chairperson is the head of the senior high school English department. This committee sets all local policies, encourages and facilitates the work of the residency program, determines the schedule of activities, and evaluates all phases of the program.

The schema presented in Figure 2, "Teacher Residency Model," focuses attention on the basic thrust of the Globe Residency Program--providing help in a nonthreatening environment designed to foster residents' growth in three essential professional areas.

Figure 2
TEACHER RESIDENCY MODEL



Following summer planning and organization by the Consortium Coordinating Committee, activities in the first area of professional growth--Orientation to the Community and the School System--were conducted in preschool workshops. Helping teachers and administrators acquaint the new residents with records, record keeping, duties, responsibilities, and other significant aspects of day-to-day operation of the schools which half-jokingly have been identified as "administrivia."

Most of the first semester activity concentrated on building the vital skills of classroom organization and management, the major stumbling block to success for most new teachers. In the latter part of the first semester, or even in the second semester, as the new teachers gained in confidence and sought to refine their teaching behavior, they and their helping teachers entered the next phase. Building on their perceptions of the resident's strengths and needs, and also on the principal's first evaluations, they cooperatively developed a professional growth plan related to the nine variables of teacher classroom behavior identified by Rosenshine.

Implementation of the professional growth plan followed, with help from numerous sources marshalled by the Consortium. Late in the second semester, the resident and the helping teacher cooperatively began evaluating the resident's progress. The evaluation yielded insight and direction for the resident to plan for the year ahead. This evaluation also becomes part of the Consortium Coordinating Committee's self-study to allow it better to plan and organize the following year's program during the summer work sessions.

With local governance guaranteed by the State Board, the program in each site can be designed to meet local needs in compliance with state guidelines. Guidelines developed for residency programs within a state must be specific enough to ensure commonality for reciprocity between districts, yet general enough to allow local school districts to create programs responsive to their needs. Guidelines are essentially the parameters of state and local governance made operational in a residency.

Where might funds originate?

Consortium work between August 1974 and November 1975 had no funding other than limited travel funds redeployed from the budgets of the colleges of education of the three universities. This first planning phase succeeded only through efforts of dedicated volunteers of the organizations comprising the Consortium.

The Board of Regents directed that for the period December 1975 through June 1977 the three universities delegate portions of professors' loads to the Consortium and provide them with transportation to meetings and feasibility testing in Globe. This directive facilitated planning necessary for the first pilot year, 1977-78.

In July 1977 the Globe Schools, convinced of the value of the project, submitted a proposal to pilot-test the residency project using funds available under Title IV-C administered by the State Department of Education. These funds covered consultants, transportation, and research costs. The Board of Regents continued its support by assigning a professor from each of the universities on a part-time basis. Doctoral students took part in research and inservice training phases of the project.

At the time of writing, the Globe Schools plan to resubmit the proposal, asking that funding be continued for the school year 1978-79 to allow validation and statewide dissemination. While current costs are known, one important goal of the validation study is to project costs on which to base consideration of the exportability of the program to the rest of the state. Before the State Board of Education implements its policy of January 1974, it must know the cost to the state for the approximately 1,000-2,000 first- and second-year teachers employed annually.

Looking even farther ahead, the Globe Schools are considering using the functional consortium structure as the vehicle to implement a teacher center designed for the needs of a small town (or, eventually, several nearby small towns) remote from the resources of a university. Through their success in finding modest sums for the residency thus far, the Globe Schools are confident of securing the funds necessary to take the steps in creating a teacher center.

Progress Toward Implementing the Residency Concept

The most important lesson for participants in this project was that the residency commits the profession to helping new teachers succeed. The residency concept has the potential for reuniting all levels and interests of the profession in this task. Assimilating new practitioners into the profession is currently one of the few mutual areas of agreement.

> "With some surprise but with great delight, we learned that the consortium approach--the involvement of all the stakeholders--is not only an effective and efficient method of planning but results in a bonus of good feelings among the various professional groups."

Inservice programs for new teachers need both sequence and structure. The following sequence for delivery of essential help to new teachers appears feasible: (a) "administrivia"--forms, dates, school policies; (b) survival skills--curriculum and discipline; and (c) improvement of instruction.

> "A resident teacher will traverse this sequence at his own pace--one may be working on (c) in just six weeks, another might spend over a year on (a) and (b)."

> "The helping program needs delicate balance between individual and group intervention. The first year offered workshops to heterogeneous groups of teachers. It didn't work well. The second year stressed individual intervention. Inefficiency resulted, but most important, a loss of group support and group morale occurred. The third year is blending the best of both into a program that capitalizes on the need for group support, but delivers a unique helping program to each resident teacher."

The residency would extend the teacher education program an additional two years, combining the university teacher education program and the profession during the last two years of a six-year, thoroughly articulated program. This working together in the field for the supervision and continuing education of residents also would allow for the best possible

feedback to the preservice teacher education program. Communication and solidarity within the entire profession would be fostered.

> "To maintain the institution of higher education's role in statewide implementation of a new teacher residency, we foresee the need to develop educational county agents. These educators will be employed by the universities and will represent the universities in the residency programs, but they will be stationed in the county seats. The wide expanses of Arizona make this geographical reassignment essential."

The residency as envisioned in Arizona would allow for a selection and final evaluation of the teacher jointly by the universities, the local school system, and the profession as a whole. Short of having teaching declared a profession by legislation, the residency comes as close as possible to the status long sought by educators. The residency with the participatory selection and evaluation of the new practitioner creates an opportunity for accountability, the foundation of a true profession.

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